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ABSTRACT

Pursuant to the Carl D. Perkins Vocational and Technical Education Act of 1998 and in accordance with Program Memorandum 2 issued by Assistant Secretary for Vocational and Adult Education, the State of Hawaii is submitting a transition plan under Option 3 to extend the current Multi-Year Plan. The plan discussed in this report takes into consideration the benchmarks that must be met in order to submit a new multi-year state plan to the Office of Vocational and Adult Education by April 2000. All eligible recipients are aware of the Perkins III requirements. They are prepared to address the compliance issues in their local plans and focus more immediately on meeting the Perkins III programmatic accountability provisions. The State of Hawaii could not meet Transition Options 1 and 2 because a needs assessment, interagency collaboration, intra-agency consultation, committee meetings, public hearings, synthesis of public hearing outcomes, and State Board approval could not be accomplished in a timely manner. This report addresses the following topics: (1) planning, coordination, and collaboration prior to plan submission; (2) program administration; (3) accountability and evaluation; (4) special populations and other groups; (5) tech prep; and (6) financial requirements. Appendices include a timeline and a budget summary. (VWC)

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HAWAII
TRANSITION PLAN FOR THE ADMINISTRATION OF VOCATIONAL EDUCATION UNDER THE CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

Fiscal Year 2000

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The University of Hawaii Board of Regents is designated as the State Board for Vocational Education.

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State Certification
State of Hawaii
U.S. Department of Education General Administrative Regulations
(EDGAR)

I hereby certify:

1.01 That the State Board for Vocational Education in this State is eligible to

(State board or agency)

submit the State Plan for vocational education as authorized under the Carl D. Perkins Vocational and Technical Education Act of 1998;

1.02 That the State Board for Vocational Education has the authority under State

(State board or agency)

law to perform the functions of the State under the program;

1.03 That the State legally may carry out each provision of the foregoing plan;

1.04 That all provisions of the foregoing plan are consistent with State law;

1.05 That the Administrative Officer has authority under State law to receive,

(Title of state officer)

hold, and disburse Federal funds made available under the foregoing plan;

1.06 That the Administrative Officer has authority to submit the foregoing plan;

(Title of state officer)

1.07 That the State Board for Vocational Education has adopted and

(State board or agency)

formally approved the foregoing plan;

1.08 That the foregoing plan is the basis for State operation and administration of the program.

State Board for Vocational Education

(State board or agency)

_____ _____

(Date) Karla A. Jones

Acting State Director for Vocational

Education

(Title)

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Hawaii Transition Plan for the Administration of Vocational Education
Under the Carl D. Perkins Vocational and
Technical Education Act of 1998

Introduction

Pursuant to the Carl D. Perkins Vocational and Technical Education Act of 1998 (PL 105-332) and in accordance with Program Memorandum 2 issued by Assistant Secretary for Vocational and Adult Education, the State of Hawaii is submitting this transition plan under Option 3 to extend the current Multi-Year Plan.

After consultation with the Department of Education (sole State LEA), the University of Hawaii Community College System (sole State community college system), and the Department of Public Safety (responsible for corrections education), the recommendation was made by the Vocational Education Coordinating Advisory Council (VECAC) that there be no amendments to the Hawaii Multi-Year Plan for the Administration of Vocational Education under the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (extended in 1996, 1997, and 1998). No substantial changes have occurred in programs, labor market conditions, or funding to warrant amendments to the current State Plan. The State Board for Vocational Education approved the extension of the State Plan at its March 1999 meeting.

The following plan takes into consideration the benchmarks that must be met in order to submit a new multi-year state plan to the Office of Vocational and Adult Education by April 2000. All eligible recipients are aware of the Perkins III requirements. They are prepared to address the compliance issues in their local plans and focus more immediately on meeting the Perkins III programmatic accountability provisions.

The State of Hawaii could not meet Transition Options 1 and 2. A needs assessment, interagency collaboration, intra-agency consultation, committee meetings, public hearings, synthesis of public hearing outcomes, and State Board approval could not be accomplished in a timely manner.

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1.0 PLANNING, COORDINATION AND COLLABORATION PRIOR TO PLAN SUBMISSION

Since the signing into law of this Act on October 31, 1998, the eligible recipients, the State Board for Vocational Education, and other interested stakeholders have been collaborating to ensure an orderly transition into Perkins III with full implementation by July 1, 2000. Specifically, the Office of the State Director for Vocational Education, the Department of Education, the University of Hawaii Community College System, the Department of Public Safety, and the Workforce Development Council have been meeting to set the guidelines and parameters to transition into Perkins III and to develop the framework for the multi-year State Plan.

Plans are underway to establish a "partners group." The Workforce Development Council, Vocational Rehabilitation, Adult Education and Literacy, the University of Hawaii Community Colleges, the Hawaii School-to-Work Opportunities System, and the Hawaii Job Corps will work together to ensure dissemination and sharing of pertinent information regarding respective pieces of federal legislation having commonalities of intent and purpose. This collaboration will avoid duplication of effort and conserve limited resources.

2.0 PROGRAM ADMINISTRATION

The State Board for Vocational Education, largely through its administrative arm, the Office of the State Director for Vocational Education (OSDVE), continues to maintain ongoing communications with the State Workforce Development Council (WDC) which is represented on the Vocational Education Coordinating Advisory Council. The VECAC includes within its membership representatives from the Board of Education and the Board of Regents for the University of Hawaii System which includes the community colleges. The President of the University of Hawaii, who is also Administrative Officer for Vocational Education, and the State Superintendent of Education serve in ex-officio capacities. This council will continue to meet on a monthly basis to consider matters of mutual concern and those requiring coordination. The State mandated VECAC organization is the primary mechanism for State Board coordination and consultation with the WDC at the policy level. See Attachment 1 for a copy of the State's governance structure for vocational and technical education.

2.1 Describe vocational and technical education activities designed to meet or exceed the state adjusted levels of performance. [Sec. 122(c)(1)]

Only those vocational and technical education activities which are designed to meet or exceed the State adjusted levels of performance shall be assisted. State levels of performance will ensure that funded programs will prepare vocational and technical students for opportunities in

postsecondary education or entry into high skill, high wage jobs in current and emerging occupations.

Criteria for approving applications from eligible recipients for funds under Perkins III shall include a description of programs to develop, improve, and expand access to quality, state-of-the-art technology in vocational and technical education programs in collaboration with the eligible agency. Eligible recipient application approval will also be dependent on responses to all required assurances and descriptions under Sec. 134 as well as a description of how funds will be used to improve or develop new vocational and technical education courses.

Efforts to develop and refine technical skills standards within various vocational areas will be done in collaboration with secondary, postsecondary, and business and industry partners. Supplemental services to enhance the participation of individuals who are members of special populations in vocational education will be implemented.

2.2 Describe how comprehensive professional development activities will be provided. [Sec. 122(c)(2)]

The OSDVE will plan and implement personnel development and curriculum development activities. These activities will be jointly sponsored and coordinated with the secondary and postsecondary systems. Professional development activities will be provided for vocational educators, counselors, and administrators; and academic teachers working with vocational education students.

The activities will include inservice and preservice training of teachers in state-of-the art programs and techniques; in effective teaching skills based on research; and in effective practices to improve parental and community involvement. Workshops designed to train teachers specifically in the use and application of technology and the integration of vocational and academic curricula will be offered. Counselors will be afforded workshops designed to help them provide more effective career guidance and academic counseling and to link counselors with materials and resources to stay current with the needs, expectations, and methods of business and all aspects of an industry.

2.3 Describe how parent, teachers, local business, and labor organizations will be actively involved in the planning,

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development, implementation, and evaluation of such vocational and technical programs. [Sec. 122(c)(3)]

In Hawaii, School Community Based Management (SCBM) was initiated approximately five years ago within the Department of Education at the local school levels. The SCBMs include parents, teachers, businesses and labor organizations from the surrounding communities to be actively involved in educational processes.

The Department of Education incorporates local Vocational Advisory Committees and/or Vocational Student Organization Advisory Committees in each of the secondary school vocational technical education programs. These committees are made up of business and industry specialists who help to provide direction for programmatic and curriculum improvement and expansion.

The current development of technical skills standards-based programs of study utilizes representatives from secondary and postsecondary schools, labor, and business.

The community college system consists of seven colleges located on four major islands and the Employment Training Center tasked with providing non-credit training for "at risk" youth and adults. These eight campuses have local advisory boards for their vocational and technical programs. These advisory boards are comprised of members from business, industry, and the surrounding communities. They provide advice and direction for programmatic and curricular matters.

2.4 Describe how you will ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students. [Sec. 122(c)(5)(A-B)]

Hawaii State Content and Performance Standards assure that vocational education students are challenged with the same academic proficiencies as all other students. Professional development activities as described under Sec. 122(c)(2) shall address strengthening the academic, and vocational and technical, components of vocational and technical education programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical subjects, and provide students with strong

experience in, and understanding of, all aspects of an industry.

2.5 Describe how vocational and technical education relates to state and regional occupational opportunities. [Sec. 122(c)(15)]

Major changes in Hawaii's economy and workplace have resulted in a transformation in the kind of skills and knowledge one needs to be successful. Employment conditions today require skills which are in many cases not evident in today's island labor market. The paradox is that while Hawaii's rate of unemployment has remained at historic levels of the past six years, often many high paying jobs go unfilled.

Hawaii must pay attention to the decline in plantation agriculture and the increase in the service industry. While there has been a major growth in the service industry, many of the jobs require individuals with significant specialized education and training beyond high school. These jobs include professionals such as those in the health, education, and technical fields; managers and administrators; clerical and administrative support specialists; audit and financial specialists, just to name a few.

Hawaii is fully aware of an increasing competitive environment, changing technologies, and improving workforce productivity. If Hawaii is to successfully make the transition into the 21st century economy, it is essential that the State develop the capacity to design and deliver education and training programs and services necessary to prepare the residents to compete for the high technology jobs of the future.

The Hawaii Departments of Labor and Business and Economic Development and Tourism continually conduct and make available studies on occupational opportunities. These studies, along with research by eligible recipients will be used to relate vocational and technical education to State and regional occupational opportunities.

2.6 Describe the methods for the joint planning and coordination of programs carried out under Perkins III with other federal education programs. [Sec. 122(c)(16]

Joint planning will occur through the establishment of a "Partners Group" comprised of representatives from the

Workforce Development Council, Vocational Rehabilitation, Adult Education and Family Literacy, the University of Hawaii Community Colleges, the Hawaii School-to-Work Opportunities System, and the Hawaii Job Corps.

Concomitantly, the Vocational Education Coordinating Advisory Council will oversee the effective use of funds to link secondary and postsecondary education. These efforts will be reinforced by the State's tech prep system. The eligible agency will work collaboratively with the State Department of Labor (the State agency responsible for WIA Title I) and other appropriate State and local agencies to jointly develop a single set of procedures that will be used to fulfill the coordination requirements of WIA Title I and Perkins III.

3.0 ACCOUNTABILITY AND EVALUATION

The core standards and measures of performance identified in the current State Plan are as follows:

3.1 Department of Education

Level of Performance

Measure of Performance 1997-1998

At least 80% of the vocational education students will pass the State mandated HSTEC test by the completion of their senior year. 93.54%

At least 80% of students enrolled in vocational education courses will complete their course work as measured by instructor's semester assessment. 94.60%

At least 50% of the students who inform counselors of their desire to obtain employment on graduation will obtain a relevant and meaningful job. 59.85%

At least 80% of the vocational education students will achieve a high school diploma or its equivalent

prior to, or in, their 18th birthday. 96.74%

At least 45% of the vocational education students monitored will be involved in some form of postsecondary training on graduation from high school or enter the military. 82.57%

3.2 University of Hawaii Community Colleges

Level of Performance

Measure of Performance 1997-1998

At least 60% of vocational education students enrolled in remedial/developmental courses in mathematics and English will complete the course with a passing grade as measured by the credits earned ratio. 61% At least 65% of vocational education students enrolled in general education courses will complete the course with a passing grade as measured by the credits earned ratio. 73% At least 75% of vocational education student enrolled in vocational education courses will complete the course with a passing grade as measured by the credits earned ratio. 85% At least 50% of vocational education students will be retained in their program of study for two or more terms. 64% At least 70% of vocational education program graduates will attain employment in a job related to their training, will be enrolled for additional training, or will have entered the military service. 73%

The DOE and UHCC realize the need to develop core indicators and measures related to the "attainment of academic and vocational/technical proficiencies" and "participation in and completion of programs that lead to nontraditional training and employment." These indicators are not currently fully developed. The timeline provided in Attachment 2 indicates that the eligible recipients will be discussing, planning, and determining methods for data collection and measurement. These will be outlined in the new State Plan.

3.3 Describe how data will be reported relating to students participating in vocational and technical education to adequately measure progress of students, including special populations. [Sec. 122(c)(12)]

The Office of Accountability and School Instructional Support - School Renewal Group of the Department of Education will continue to conduct formative evaluations of high school vocational education programs on an annual basis. As part of their evaluation activities, the evaluation team will check for compliance with Perkins III

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requirements and note progress made towards identified goals and objectives. The University of Hawaii Community Colleges will monitor annually all programs receiving vocational funds through their comprehensive program health indicators model to determine progress made in achieving identified goals and objectives.

3.4 Describe how the accuracy and reliability of data reported will be ensured from the local educational agencies and eligible institutions under Perkins III and data reported to the secretary are complete, accurate, and reliable. [Sec. 122(c)(20)]

The LEA and the eligible postsecondary institution are responsible for the accurate and reliable reporting of their data. Eligible recipient applications willl include an assurance that reported data will be complete, accurate, and reliable.

4.0 SPECIAL POPULATIONS AND OTHER GROUPS

4.1 Describe how individuals who are members of special populations will be provided with equal access to activities under Perkins III. [Sec. 122(c)(8)(A)]

The Office of the State Director for Vocational Education will provide technical assistance to eligible recipients to identify and implement effective strategies to assure that individuals who are members of special populations will be provided with equal access to activities under Perkins III. Eligible recipient applications will describe how members of special populations will be provided with equal access to activities under Perkins III.

4.2 Describe how individuals who are members of special populations will not be discriminated against on the basis of their status.

Eligible recipient applications will include an assurance that individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. Inservice and preservice teacher/counselor activities will emphasize discrimination awareness, and the Office of the State Director for Vocational Education will provide technical assistance regarding the avoidance of behavior that discriminates against any group of persons.

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4.3 Describe how individuals who are members of special populations will be provided with programs designed to enable them to meet or exceed state adjusted levels of performance, and how they will be prepared for further learning and for high skill, high wage careers. [Sec. 122(c)(8)(C)]

Enrollment data on special populations will be disaggregated to identify disproportionate performance among any populations. Appropriate interventions will be administered to assure that all populations meet or exceed State adjusted levels of performance and are prepared for further learning and for high skill, high wage careers. Technical assistance will be available from the Office of the State Director for Vocational Education.

4.4. Describe how funds will be used to promote preparation for nontraditional training and employment. [Sec. 122(c)(17)]

Eligible recipients will describe the use of funds to promote preparation for nontraditional training and employment. The Office of the State Director for Vocational Education will provide technical assistance to eligible recipients to promote preparation for nontraditional training and employment.

5.0 TECH PREP

5.1 Describe any planned changes in tech prep education to include work-based learning and inclusion of institutions of higher education

The Hawaii Tech Prep Consortium will

- explore program expansion with four-year institutions and private and proprietary postsecondary institutions
- include employers and labor organizations

In awarding grants, the State will add the following criteria and give special consideration to applications which

- address effectively school dropout prevention and the needs of special populations
- provide education and training in areas of skills in which there are significant workforce shortages, including the information technology industry

• demonstrate how tech prep programs will help students meet high academic and employability competencies.

Perkins III Tech Prep program contents [Sec. 204(c)] will be incorporated into the Request for Proposal issued by the eligible agency.

5.2 Describe process and timelines for meeting Perkins III acountability provisions

The Hawaii State Tech Prep Consortium is developing a five-year strategic plan to develop and expand programs based on identified tech prep benchmarks and measures. By Fall of 1999 the Consortium will refine and operationalize tech prep definitions, benchmarks, and measures upon which the assessment and data collection system will be based. By the Spring of 2000 the data collection system will be refined and operationalized. Both the Department of Education and the Community Colleges will partner and share in data collection and analysis.

5.3 Describe fiscal accountability

As the administrative arm of the State Board for Vocational Education (the eligible agency), the Office of the State Director for Vocational Education will issue a Tech Prep Program Request for Proposal to the Hawaii Tech Prep Consortium. Application approval shall be based on the potential of the activities described in the application to create an effective tech prep program. The Consortium will, in turn, request proposals from local tech prep consortia. The RFPs will mirror Sec 204(c) Contents of Tech Prep Program.

Formative evaluation will continue through formal on-site visitations, informal technical assistance visitations, and desk audits. Summative evaluation will continue through year-end project evaluation reports and reports on student outcomes.

The State Consortium shall annually determine the relative percentages of funds to be used for statewide and local consortium activities.

Other sources of funds shall be leveraged to provide the support and preparatory services needed for successful completion.

6.0 FINANCIAL REQUIREMENTS

6.1 Describe how funds received through the allotment made under Section 111 will be allocated among secondary school vocational and technical education, or postsecondary and adult vocational and technical education, or both, including the rationale for such allocation. [Sec. 122(c)(4)(A)]

Eighty-five percent of the funds made available to the State will be allocated equally between the eligible recipient (Hawaii's single local education agency) and eligible institution (Hawaii's single community college system). The rationale for this allocation is derived from the 1990 needs assessment for State vocational-technical educational delivery systems. The needs assessment results supported the philosophy of the State Board for Vocational Education that secondary and postsecondary educational systems are integral and mutually supportive components of a much larger system of human resource development and workforce preparation.

6.2 Describe how funds received through the allotment made under Section 111 will be allocated among consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(4)(B)]

Because of Hawaii's unique one secondary and one postsecondary system, this section is not applicable.

6.3 Detailed projected budget table

Please see Appendix 3 for a detailed projected budget

APPENDIX 1

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APPENDIX 2
TIMELINE FOR MULTI-YEAR STATE PLAN DEVELOPMENT

November 1998 -
October 1999 Start collaboration with partners group and eligible recipients to organize, develop, and write transition plan **AND** multi-year state plan
February 23, 1999 Vocational Education Coordinating Advisory Council (VECAC) approves transition plan
March 1, 1999 Start needs assessment
March 19, 1999 State Board for Vocational Education approves transition plan
June 1, 1999 Needs assessment data due
July 1999 Needs assessment data analysis
August 1999 Committee of Practitioners meet/review core standards
October 1, 1999 Eligible recipients submit information for multi-year state plan
October 23, 1999 First draft of multi-year state plan prepared
November 10, 1999 Arrange for public hearings
November 22, 1999 Legal notice placed in newspapers
December 1999 Conduct public hearings in all neighbor islands
January 2000 Summarize public hearings testimony
February 29, 2000 VECAC recommends approval of multi-year state plan
March 17, 2000 SBVE approves multi-year state plan

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APPENDIX 3
HAWAI'I
CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998
Estimated FY 2000 Budget Summary
(July 1, 1999 - June 30, 2000)
TITLE I - BASIC GRANT TOTAL

1.0 State Board
State Administration - 5% $253,282
State Leadership - 10% $506,565
Nontraditional employment 75,000
Corrections 50,656
Statewide leadership activities 380,908
SUBTOTAL $759,847

2.0 Title I, Part C
Secondary Vocational Education $2,152,899
(Department of Education)
Postsecondary Vocational Education $2,152,899
(University of Hawai'i Community College System)
SUBTOTAL $4,305,798
BASIC GRANT TOTAL $5,065,645
TITLE II - TECH PREP EDUCATION $530,000
TOTAL STATE ALLOTMENT $5,595,645

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